

## Mission

To achieve our mission of academic excellence for EVERY student, we must:

Hold and communicate high expectations for student learning and behavior

Provide a teaching and learning environment that is powerful, purposeful and positive

Foster partnerships with parents and the community for learning support and school governance

Ensure administrators, teachers, and staff continually improve their effectiveness, efficiency, and expertise and

Focus on student achievement as the most important criteria for decision-making

## Vision

We will educate all students to the highest level of academic performance each is capable of reaching. We will challenge the students to achieve excellence. We will motivate students to reach their potential in all areas of life.

## Culture Statement

We believe...

... that it is the responsibility of the entire staff to teach children

... in the value of each individual

... that every child will learn

... that effective communication is critical to the well-being and operation of our

school

... that continuous improvement in all areas is the basis of success

... that instruction is enhanced by a collaborative decision-making process

### Motto

Reach for the Stars!


### Process Definition

The School Improvement Planning Team met in the fall. Strategies and activities/tasks were developed. Later, the Strategic Improvement Plan was shared with the staff, Leadership Team and Advisory Council. Once a consensus was reached, the plan was adopted by the Advisory Council. The plan was reviewed periodically, to include updating needs assessment and monitoring the progress.







 Goal 1: All students meet high standards of performance.

 Objective 1.1: Increase the percent of students who meet or exceed achievement performance levels.


 **Measures**

 1.1.1 Each year all schools will be fully accredited.



 **Indicators**

-  1.1.1a VDoE Accreditation in English, grades 3, 4 and 5
-  1.1.1d VDoE Accreditation in Math, all schools
-  1.1.1e VDoE Accreditation in History, grades 3.
-  1.1.1f VDoE Accreditation in History, grades 4 and 5.
-  1.1.1h VDoE Accreditation in Science, grade 3.
-  1.1.1i VDoE Accreditation in Science, grade 5.


 **Strategies**

 1.1.2 By June 2009, 80% of all students will pass Virginia SOL tests in reading and math.





 **Indicators**

-  1.1.2a Percent of students passing Virginia SOL tests in reading.
-  1.1.2b Percent of students passing Virginia SOL tests in math.

 **Strategies**

 1.1.3 By June 2009, 25% of the students taking the Virginia SOL tests will score at the advanced level.


 **Indicators**

-  1.1.3a Percent of students taking the Virginia SOL Reading tests scoring at the advanced level.
-  1.1.3b Percent of students taking the Virginia SOL Math tests scoring at the advanced level.
-  1.1.3c Percent of students taking the Virginia SOL History tests scoring at the advanced level.
-  1.1.3d Percent of students taking the Virginia SOL Science tests scoring at the advanced level.













 **Strategies**

 Objective 1.2: Reduce the achievement gap for students from all backgrounds

 **Measures**

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-  1.2.1 Students who are economically disadvantaged, minority, special education, or limited English proficient will attain proficiency or better on the Virginia SOL tests as all students and all groups in math and reading according to specific targets..




 **Indicators**


-  1.2.1a Percent of economically disadvantaged students passing the Virginia SOL Reading test compared to the percent of all students.
-  1.2.1b Percent of economically disadvantaged students passing the Virginia SOL Math test compared to the percent of all students.
-  1.2.1c Percent of black students passing the Virginia SOL Reading test compared to the percent of all students.
-  1.2.1d Percent of black students passing the Virginia SOL Math test compared to the percent of all students.
-  1.2.1e Percent of Hispanic students passing the Virginia SOL Reading test compared to the percent of all students.
-  1.2.1f Percent of Hispanic students passing the Virginia SOL Math test compared to the percent of all students.
  
-  1.2.1g Percent of white students passing the Virginia SOL Reading test compared to the percent of all students.
  
-  1.2.1h Percent of white students passing the Virginia SOL Math test compared to the percent of all students.
-  1.2.1i Percent of special education students passing the Virginia SOL Reading tests compared to the percent of all students.
-  1.2.1j Percent of special education students passing the Virginia SOL Math test compared to the percent of all students.
-  1.2.1k Percent of limited English proficient students passing the Virginia SOL Reading tests compared to the percent of all students.
-  1.2.1l Percent of limited English proficient students passing the Virginia Math SOL test compared to the percent of all students.

 **Strategies**










-  Inclusive Practices

 **Activities/Tasks**

-  Collaborative planning for resource staff and general education teachers
-  Monitor implementation of inclusive practices
-  Provide professional development (STAT, R.E.A.Ch., Challenging Behavior Academy, EPIC, SPOT, Math Recovery)




 Literacy Across Content Areas


 **Activities/Tasks**

-  1. Train 6 teachers in SPOT.
-  2. Implement Spot Strategies
-  3. Monitor SPOT implementation.
-  4. Train 1st grade teachers in EPIC
-  5. Implement EPIC in grade 2 and continue in grade 1.
-  6. Monitor EPIC implementation
-  7. Implement PEP
-  8. Train 2nd grade teachers in EPIC
-  9. Train staff to efficiently and effectively use technology in delivery methods





 Literacy Across Content Areas: Math Investigations

 **Activities/Tasks**

-  Implement Math Investigations.
-  Monitor implementation of Investigations
-  Train K-5 teachers.

 1.2.2 The percent of economically disadvantaged, minority, special education, or limited English proficient students participating in AP, specialty, and gifted programs will be greater than the previous year.


 **Indicators**

-  1.2.2a Percent of economically disadvantaged students participating in AP, specialty, and gifted programs.
-  1.2.2b Percent of minority students participating in AP, specialty, and gifted programs.
-  1.2.2c Percent of special education students participating in AP, specialty, and gifted programs.
-  1.2.2d Percent of limited English proficient students participating in AP, specialty, and gifted programs.


 **Strategies**

 Objective 1.4: Increase the percent of students who attend school regularly and graduate from high school in a timely manner.


 **Measures**

 1.4.1 By June 2009, the Average Daily Attendance (ADA) for schools and the Division will be 95%.


 **Indicators**

 1.4.1 Percent of Average Daily Attendance (ADA) for schools and the Division


 **Strategies**

 Objective 1.5: Increase the percent of students and stakeholders who have a high degree of satisfaction with the quality of instructional programs, services and opportunities provided by the Division.

 **Measures**

 1.5.1 A survey will evaluate the quality of instructional programs, services, and opportunities with an 80% satisfaction rate or an increase of 5 percentage points.

 **Indicators**


 1.5.1 Percent of stakeholders satisfied with the quality of instructional programs, services, and opportunities

 **Strategies**


 Goal 2: The teaching, learning and working environment is caring, safe and healthy, and values human diversity.

 Objective 2.1: Promote a climate that supports equity, diversity and collaborative behaviors among students and stakeholders.

 **Measures**

 2.1.1 By June 2009, all faculty and staff will have completed the Division's Diversity Training Program.

 **Indicators**


 2.1.1 Percent of faculty and staff trained in diversity awareness

 **Strategies**


 Objective 2.2: Increase safe, responsible and healthy student behavior.

 **Measures**

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 2.2.1 By 2009, the percent of students who repeatedly violate the Code of Behavior will not exceed 1.5%.















 **Indicators**

 2.2.1 Percent of students with 10 or more violations of the Code of Behavior

 **Strategies**

 Health & Wellness Plan

 **Activities/Tasks**

-  1. Implement physical component of health and wellness
  -  1a. Participate in PE class twice weekly
  -  1b. Increase upper body exercises
  -  1c. Encourage participation in after-school Girls on the Run
  -  1d. Hold after-school basketball for boys
  -  1e. Students will participate on the bars, do push-ups and cardio exercises during PE class.
-  2. Health and Wellness Awareness
  -  2a. Teach all students proper nutrition information
  -  2b. Implement student wellness portfolio in grade 5
  -  2c. Conduct Family Wellness Night
-  3. Implement Internet Safety Plan school-wide
  -  3a. Educate staff on district Acceptable Use Policy and Internet Safety -to be implemented in the classroom
  -  3b. Provide monthly-whole class lessons on Internet Safety
  -  3c. Educate parents on Internet Safety: Principal's Coffee, internet postings, division wide training, newsletter


 2.2.2 No school will be identified as persistently dangerous as calculated by the Virginia Department of Education.

 **Indicators**





 2.2.2 Number of schools identified as persistently dangerous

 **Strategies**


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 2.2.3 By 2009, 85% of students will meet the physical education requirements as measured by the Virginia Wellness Tests.















 **Indicators**


-  2.2.3a Percent of students meeting the aerobic capacity requirement of the Virginia Wellness Test
-  2.2.3b Percent of students meeting the upper body strength requirement of the Virginia Wellness Test
-  2.2.3c Percent of students meeting the muscle strength, endurance, and flexibility requirement of the Virginia Wellness Test
-  2.2.3d Percent of students meeting the flexibility requirement of the Virginia Wellness test

 **Strategies**


 Health & Wellness Plan

 **Activities/Tasks**


-  1. Implement physical component of health and wellness
  -  1a. Participate in PE class twice weekly
  -  1b. Increase upper body exercises
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 Objective 2.4: Increase the percent of students and stakeholders who have a high degree of satisfaction with the quality of the teaching, learning, and working environment provided by the Division.

 **Measures**

 2.4.1 A survey will evaluate the quality of the teaching, learning, and working environments with an 80% satisfaction rate or an increase of 5 percentage points.

 **Indicators**


 2.4.1 Percent of stakeholders satisfied with quality of teaching, learning, and working environments

 **Strategies**

 Goal 3: Family and community engagement are focused upon improved student achievement and work readiness.

 **Objective 3.1: Develop and maintain strong school-community partnerships**


 **Measures**

-  3.1.1 All schools will have or will maintain at least one-formal school-home partnership and one formal school-community partnership.


 **Indicators**

-  3.1.1 Number of formal school-home partnerships and formal school-community partnerships maintained by each school.


 **Strategies**

-  3.1.2 The membership of school Advisory Councils will reflect equity and diversity.

 **Indicators**

-  3.1.2 Percent of school Advisory Councils which reflect equity and diversity.

 **Strategies**

-  3.1.3 Every two years, a survey of stakeholders (e.g., parents, community members, business partners) will evaluate progress and identify opportunities for (a) improvement in the quality of school-home and school-community partnerships and (b) involvement in decision-making, with an 80% satisfaction rate or an increase of 5 percentage points.


 **Indicators**

-  3.1.3 Percent of community stakeholders satisfied with quality of school-home and school-community partnerships and their involvement in decision-making.

 **Strategies**

 Objective 3.2: Increase the involvement of volunteers


 Measures

 3.2.1 The number of volunteer hours will meet a service level equal to one hour per student enrolled.

 Indicators

 3.2.1. Number of hours served by volunteers at each school.


 Strategies

 3.2.2 Every two years, school volunteers will be surveyed to evaluate the quality of the volunteer activities with an 80% satisfaction rate or an increase of 5 percentage points.

 Indicators


 3.2.2 Percent of school volunteers satisfied with quality of volunteer activities.

 Strategies

 Goal 4: Faculty, staff and leaders are qualified, high performing, diverse, and motivated.

 Objective 4.1: Recruit and hire highly qualified instructional personnel

 Measures

 4.1.1 By September 2007, all students will be taught by fully certified and endorsed teachers.

 Indicators

 4.1.1 Percent of students being taught by fully certified and endorsed teachers.

 Strategies

 4.1.3 A parent survey will evaluate the quality of instructional staff with an 80% satisfaction rate or an increase of 5 percentage points.


 Indicators

 4.1.3 Percent of parents satisfied with the quality of instructional staff.


 Strategies

 Objective 4.2: Provide ongoing professional development support for employees

 **Measures**

-  4.2.1 All employees will complete and implement a professional development and growth plan.


 **Indicators**

-  4.2.1 Percent of employees who have completed and implemented professional development and growth plans.


 **Strategies**

 Objective 4.6: Increase the percent of employees who have a high degree of satisfaction with the quality of recruitment, training, recognition and reward opportunities and benefits provided by the Division.

 **Measures**

-  4.6.2 A survey of employees will evaluate the quality of recruitment, training, recognition, and reward opportunities, and work systems with an 80% satisfaction rate or an increase of 5 percentage points.

 **Indicators**

-  4.6.2 Percent of employees satisfied with quality of recruitment, training, recognition and reward opportunities, and work systems

 **Strategies**

 Goal 5: The organizational system is aligned, integrated and equitable.

**Objective 5.1: Align school and department plans with Division goals and school needs.**

**Measures**

5.1.1 100% of school and department plans will be aligned with the goals and objectives in the Strategic Plan and with school needs.

**Indicators**

5.1.1 Percent of school and department plans that are aligned with goals and objectives in the Strategic Plan and with school needs.

**Strategies**

5.1.2 Internal and external performance reviews and evaluations (School Academic Review, SACS CASI, departments) will be conducted on a regular basis.

**Indicators**

5.1.2 Percent of internal and external performance reviews and evaluations conducted on a regular schedule.

**Strategies**

**Objective 5.2: Maintain an equitable and effective use of available funds.**

**Measures**





5.2.1 Schools and departments will meet or exceed State and School Board staffing ratios.

**Indicators**





5.2.1 The ratio of staff to students compared to State and School Board ratios.

**Strategies**






**Measure Timeframe**

-  Long-term
-  Medium-term
-  Short-term
-  Not Assigned





**Strategy Priority**

-  High
-  Medium
-  Low
-  Not Assigned

**Activity/Task Status**

-  Draft
-  In-Progress
-  Cancelled
-  Postponed
-  Completed

**Indicator Progress**

-  On Target
-  Warning
-  Off Target
-  Not Assigned